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The System in German Schools. By E. GEORGE PAYNE. Frankfort: The Kentucky Department of Education, 1909. Pp. 75.

This bulletin of October, 1909, is the by-product of two years' study in Germany under authorization from the governor of Kentucky. The author's somewhat miscellaneous notes are organized with reference to elementary education, method of instruction, industrial schools, training of teachers, etc. There is a constant reference to the special needs of Kentucky schools, which are rather unmercifully scored, as, for that matter, are American schools in general. One questions the author's judgments when some of his statements are read. For instance, he tells of a young woman who planned to make her entire preparation to teach German in "one of the leading high schools" in Kentucky by spending six weeks on the subject at a summer school. Then he says, "I insist that 90 per cent of those attempting to teach the modern languages in the American schools, especially in the Kentucky schools, do not perform better work than this lady did in first-year German."

There are a number of good suggestions, as in the accounts of the "Mannheim special class system" and the continuation schools, but frequent overstatement, inadequate proofreading, and inconsistent capitalization obscure the good features. It is by no means so impossible to find poor teaching in Germany as Dr. Payne seems to think it is, nor is German thoroughness so extensive and so successful as he considers it to be. Germany can teach us much in these and other matters, but I fear that the present bulletin will not aid her greatly in doing so.

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Elements of German. A Practical Course for Beginners in German. By HENRIETTA K. BECKER AND LEWIS A. RHOADES. Chicago: Scott, Foresman & Co., 1909. Pp. 332.

There can be no doubt that the new edition of Becker's *Elements of German*, which appears under the title of *Becker-Rhoades Elements of German*, is a great improvement over the first edition. The German is more idiomatic, the more difficult stories are left out, and the grammatical notes are more concise.

The underlying principle of pedagogy, to extract the grammatical rules from the German story and to bring the verb to the very front, is better employed in this grammar than in any other which has lately appeared. But a drawback is the vocabulary, which is too large and too difficult for the high schools and too impractical for the colleges. Grammars should not be written in such a way as to attempt to serve the high schools and the colleges at the same time. We must come to the point where one grammar is written for the high schools and another for the colleges.

Foundations of German. By C. F. KAYSER AND F. MONTESER. New York: American Book Company, 1909. Pp. 224. \$0.80.

This grammar follows the plan of an older book by the same authors, although it is in reality a new book. The arrangement is not so good as in Becker and Rhoades, but the vocabulary is better selected and highly com-

mendable. The rules are clear and concise. But why are here again disconnected sentences so often employed, and why this old-fashioned grammar review?

HANS E. GRONOW

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Die höhere Mädchenbildung. Vorträge gehalten auf dem Kongress zu Kassel am 11. und 12. Oktober, 1907, von HELENE LANGE, PAULA SCHLODTMANN, LINA HILGER, LYDIA STÖCKER, JULIE VON KÄSTNER, MARIANNE WEBER, GERTRUD BÄUMER, UND MARIE MARTIN. Leipzig: Teubner, 1908. Pp. 97. M.1.80 geh., M.2.40 geb.

In Germany higher education for girls in recent years has become a vital problem, which not only interests the professional workers in the field but has developed to such an important national question that it is a topic of discussion in almost every circle. Prussia has recently made considerable reforms in secondary schools for girls—favorable changes due largely to the indefatigable labor of a number of German women who for more than thirty years have devoted their time and effort to educational and cultural questions, which have become more and more pressing. Out of a population of 61,720,529 in 1907, 31,259,429 were women, and of these 9,492,881, or 30.37 per cent., were self-supporting. This means a large number of women in vocations requiring education gained in secondary schools or universities, and many interesting problems have arisen in regard to the aims of education for girls as well as in regard to the more formal questions of the curriculum and school organization.

The addresses contained in this volume formed the basis for the discussions and resolutions of the congress for the higher education of women held at Cassel in October, 1907, and they are all the more valuable since they may be looked upon as summing up the opinions of the German women on reforms largely concerning their own sex. The most prominent representatives of the different ideals and opinions discuss some of the more important phases of the problems in question, in these papers of Helene Lange on higher schools for girls, Paula Schlotdttmann on preparation for the university, Lina Hilger and Lydia Stöcker on a new feature of the German secondary schools, the so-called "Frauenshule," Julie von Kästner on the continuation of studies, Marianne Weber on co-education, Gertrud Bäumer on the teaching-force of the higher schools for girls, and Marie Martin on the place this type of school should take in the whole educational system. The contents of these papers convince us that the modern German women consider it their foremost duty to work seriously and intellectually on the problems of higher education for girls and that they have come to some definite results. They have evolved and defined a new ideal of a German woman, a new ideal of culture and education, and have pointed out the best way to reach it under existing circumstances. Nobody who is interested in higher education for girls should fail to read this little book.

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